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ABSTRACT

Explores various aspects of the development of self-concept in young children and suggests activities which promote the development of self-esteem. A review of the literature pertinent to children's self-concept covers several areas: (1) the importance of a positive self-concept for effective adjustment in all aspects of life; (2) theories on the development of self-concept; (3) factors in interpersonal relationships which prohibit development of self-esteem; (4) the observable indicators of a child's concept of self; and (5) ways in which teachers can aid in the development of a positive self-concept. Classroom resources for developing self-esteem that are supplementary to the basic teacher/child interaction are provided. Included are general suggestions which are useful in every aspect of an early childhood education curriculum as well as numerous specific activities that can be incorporated into the educational program. In addition, activities are combined into a suggested week-long self-awareness unit for preschoolers. A list of useful books suitable for young children is included. (ED)

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"SELF ESTEEM--ONE SOLUTION FOR THE ENERGY CRISIS"

It appears that life consists of one crisis right after another. Within the last few years we have become an eco-manic society confronted with the resolution of a host of ecological problems. We have come to realize that these problems such as air, water, and noise pollution are so complex that they cannot be resolved easily. The implications for resolution are not merely technological, but social. Only last year, the attendance at most of the state conferences and the SACUS Conference was affected by the petroleum shortage. The energy crisis involving fuel shortages of all kinds is of paramount concern to us today. Most of us, who have more income than many, are struggling with the increased costs of electricity, gas, and food. The news media is filled with statements concerning the economic repression and describing programs designed to get the country on a more stable economy.

Who knows what crises the children with whom we are currently working will face as adults? There is no way to tell what the future has in store. However, based on past experiences and on research, some decisions can be made concerning the necessity for developing in individuals some psychological resources which may be viewed as sources of energy on which to rely in any crisis. I refer to the psychological construct referred to as self. The concept of self is very broad and a variety of components of this total construct have been defined, researched, and reported in the literature. Today we are primarily going to concern ourselves with self concept. A variety of terms such as self image, self esteem, self regard, self perception, self appraisal have been used synonomously with self concept.

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Just as many definitions as terms have also been expressed. Most authorities agree that this conception of self is what a person perceives himself to be - - not necessarily what he really is. It is far more than the reflection one sees in the mirror, but is a multifacted psychological entity which is felt either consciously or unconsciously many times each day. Our self concept guides behavior and influences our attitudes and relationships. It is revealed continuously through

actions, decisions, words, facial expressions, and even body posture. It has been referred to as the core of personality. (1)

Pertinent questions that we as persons who are interested in every aspect of the child - - his growth and development, his behavior, his education and training, and his present and future effectiveness as an effective member of society might be as follows:

1. How important is a positive concept of self?
2. How does one develop a feeling of self worth?
3. What are some obstacles to self esteem?
4. How can we determine one's feelings about himself?
5. What can teachers do to aid in a positive concept of self?

How important is a Positive Concept of Self?

The concept of self appears to be related to every area of human behavior. Research has indicated that a positive self concept is related to better personal and social adjustments, higher school achievement, and generally to more success in all areas of life.

McCandless (2) cited substantial evidence that indicates children and adults with poor self concepts when compared to those with positive self concepts are more anxious and less well adjusted, are less popular, less effective in groups, less honest about themselves, are less curious, and are more defensive.

Indications are that if a child believes he is a successful person, he most likely will be. Jersild (3) proposed that the attitudes a child holds regarding himself are decisive factors in determining his approach to the future. The successes or failures the child will experience in the future may be products of his self-image.

There has been a host of research that has indicated the relationship of self concept and general school achievement (2,4,5,6).

Those children with poor self concepts do not achieve as well as those with high self esteem. Since achievement in reading has always been a high priority of education, much research has been generated relating self concept to these skills. Not only has evidence indicated that children with positive self concepts read better, but predictions for reading success using measures of self concept can be as accurate as measures of intelligence. (7)

Apparently there is sufficient evidence to indicate that the development of a positive self concept is essential for effective adjustment in all aspects of life - physical, social, emotional, and intellectual.

How Does One Develop a Feeling of Self Worth?

A number of theories have been proposed concerning how and when one develops a concept of self. From the research generated from these theories we can make the following conclusions:

1. The origins of the self appear to be in the hands of significant others. Essentially everyone and everything helps to shape a persons's view of himself. Since the family, and particularly the mother, are the first ones with whom the infant interacts, they have a profound influence on the development of self concept (3,8,9,10). Later, neighbors, peers, school, the larger community, and even mass media personalities influence one's attitudes toward himself (1).

2. Self concept is developmental, resulting partially from maturation and partially from learning. All except the very young have formed some concept of themselves. Theorists such as Sullivan (8), Cooley (11), Mead (12), proposed that the concept and self develops gradually throughout one's life from the reactions, expectations, and interactions of others close to the individual. Freud's theory (13) of how the ego and super-ego aspects of personality develop

thru the gradual socialization process of the individual supports this developmental assumption. Piaget's cognitive and perceptual theory of development suggests the importance of these aspects of development in the formation of self concept. The first step of self awareness is both affective and cognitive: the discovery of one's body as distinct and pleasurable. (Infant puts thumb in mouth - experiences sensation and learns thumb is part of him). The next step is the awareness of "other" - his mother, his toys, other things in the environment which are not a part of him. Gaining the concept of object permance allows the child to relate effectively to other individuals and to manipulate the environment to a greater degree. (16)

Erikson (15) proposed that an integrated personality evolved from the successful achievement in various stages of development. For a detailed discussion of the development of self concept read Alice Sterling's article, "Developmental Stages Mark Growth of Self Concept" in the January, 1975 issue of Dimensions (17).

3. Basic tenants of the self concept develop very early. Frued (13) was the first to call attention to the importance of the early years. Piaget (14) has also emphasized that the schemata developed during the early years are continually utilized throughout life, but in a different manner. Erikson (15) theorized that unless the child achieves a basic sense of trust the first year of life he cannot successfully complete subsequent stages such as autonomy and initiative.

These and other theorists have indicated that the self picture is fairly well integrated by the third year of life. Once it has developed, it becomes the evaluator, selector, judger, and organizer of future experiences.

Behaviorial psychologists have emphasized the importance of positive reinforcement in the development of a worthy feeling of self. Parents, teachers, peers, etc. are constantly providing either positive or negative reinforcement

either consciously or unintentionally. This begins at birth and continues throughout life. Some research has dealt with the possibility of changing one's view toward himself through an intervention program of reinforcement. Evidence indicates that this is possible (18,19,20,21).

What are some obstacles to the development of self esteem? (22)

We have already indicated that the interactions with singnificant others serve to develop one's feelings toward himself. Let's look at some of the factors in these relationships that prohibit a development of self esteem.

1. Inconsistency and a failure to set limits. One of the most widespread complexities which children encounter is inconsistency. Adults are often not consistent in their demands and thus cause confusion as to what is expected or approved. Children do need limits and we should strive to consistently enforce these.

2. Over coerciveness. Some adults tend to be too controlling. Children are smaller and can thus be made to conform. Some still feel that "children should be seen and not heard." Many times when a child makes a mistake a long lecture follows pointing out how much better it would have been if mother or father or teacher had been heeded or asked, since they always know what is best. The child soon learns that his own attempts at decisions and to act independently must first be sanctioned by some adult. He becomes unsure of himself, fearful of novel situations and does not reach out in his environment.

3. Perfectionism and criticality. Many expectations and goals we set for children are beyond their ability. Often we are never satisfied with the efforts of children. We are too critical, overlook small positive accomplishments and focus on deficiencies. This causes demoralization, depression, and despair. The child becomes joyless, he feels like a failure, and a failure he will be.

4. Over indulgence - one very common way to arouse feelings of inadequacy is to cater too much to a child's desires and whims. We never want to deprive a child of what he really needs when he needs it. A spoiled child has been defined as one who gets attention when the adult wants to give it rather than when the child himself needs it. (23)

5. Competition - There is no way children can escape competition. However, parents often stimulate competition between siblings and teachers use it as a method of motivation. This encourages jealousy, envy, rivalry, and hostility.

6. Marginality. Children who feel less privileged than others come to think of themselves as being "out of it". Often they are justified in their feelings because they are left out. Being poor, black, Jewish, Indian, or "just a girl" are all reasons why some children are left out.

7. Family Instability - Severe family problems such as marital difficulties, alcoholism, divorce, etc. are sources of stress and emotional difficulties of children.

8. Abnormalities and deviations - These are varied and many - from physical handicaps, low intelligence, very bright, homliness, obesity, etc. Massive feelings of inferiority and lack of healthy interest in other people tend to accompany such phenomena.

9. Rejection - Rejection by significant adults is particularly crucial. Children can experience rejection in many ways - death, divorce, or serious illness of a parent; or simply by being ignored. This occurs in all socio-economic levels.

How Can We Determine One's Feelings About Himself? (22)

We are all very familiar with such statements as: "I can't", "It probably won't work," "you do it", Don's the biggest and I'm next biggest", "I'm

stronger than you are", "I can run the fastest", "Susan's better than me", "They don't like me". All of the conversations that take place between children reveal how they feel about themselves - so speech is one way that we can determine a child's concept of self. Not only the words they say but inflection, choice, and order of words are all related to feelings. In addition the "under-talker" as well as the "over talker" can indicate poor concept of self.

The roles that children assume in free play situations are also indications of self esteem. Observations such as Sam as the father in the housekeeping corner; Sue as the dog; Bill watching the block activity; Amy working puzzles alone. All may be important. For example, does Sue always assume an insignificant role? Does Bill usually watch rather than participate? Does Amy always choose individual activities?

Muscle co-ordination, posture, and use of body indicate feelings about self. Difficulty in body management, poor posture and co-ordination are all indications that the child may have a poor self concept.

Approach and use of creative media. The questions children ask and comments made as they work are very helpful - "Where shall I draw it?" "How do you want me to do it?" The smallness or largeness of the drawn figures, whether the lines are light and stroking or definite, and erasures or "work - overs" are all helpful additions to our other knowledge concerning children.

Extreme agressiveness may be a sign that the child feels insecure and is seeking attention. Or at the other extreme - complete apathy or passiveness can also indicate a poor self concept.

Excessive crying, fears, nervous habits such as nail biting, tics, thumbsucking, hair twisting or pulling etc. may also be symptoms of a low self esteem.

Shyness, withdrawing, and poor peer relations might be an indication that the child needs help with developing better feelings about self.

What Can Teachers do to Aid in the Development of a Positive Concept of Self?

We have already inferred much that teachers can do - - accept each child as unique, and demonstrate this acceptance not only in verbal ways, but through acts of non-verbal communication (smiles, nods, touch), have realistic expectations, and provide many experiences which are successful.

Katherine Read (23) in her book The Nursery School offers much concerning building feelings of adequacy and security. Her guides for speech and action are some of the best nitty, gritty, down to earth suggestions for what to say and do. These guides are as follows:

1. State suggestions or directions in a positive form.
    a. tells a child what to do rather than what he shouldn't do.
    b. creates less resistance
    c. clarifies our goals
    d. serves as a model
2. Give the child a choice only when you intend to leave the decision up to him.
3. Use your voice as a teaching tool. Use words and tone which will help the child to feel confident and reassured.
4. Avoid trying to change behavior by methods which may lead to a loss of self respect such as shaming or labeling behavior as "naughty", "selfish", "stupid" etc. Fear or shame does not lead to positive feelings about self. Gestures and facial expressions are important.
5. Avoid motivating a child by making comparisons between one child and another or by encouraging competition.

Damages self concept

More quarrels

6. Re-direction is more effective when consistent with the child's motives or interests.

   Helps child face the problem and find acceptable solution

7. Effectiveness of a suggestion may depend largely on its timing.

   Too soon does not allow the child to find a solution

   Too late - the child may be too irritable or frustrated to utilize it

8. Avoid making models in any art medium.

9. Give the child the minimum of help in order that he can have the maximum chance to grow in independence.

10. Make your suggestions effective by re-inforcing them when necessary.

11. Forestalling is more effective than moping up after a difficulty.

12. When limits are necessary, they should be clearly defined and consistently maintained.

13. Use the most strategic position for supervising.

14. The health and safety of the children are of primary concern.

15. Observe and take notes.

Since self concept affects all aspects of behavior and the early years are crucial in its development, we cannot shrug off our responsibility. Negative views of self are as damaging as a physical or mental illness or handicap. We must create nurturing environments early in life so that children's concepts of themselves can emerge as positive. America's own concept of self is that it is capable of solving the problems that plague it, once the problems are defined. The issue is clear; intervention is essential; our responsibility is to do our part by providing a program which will lead to positive self esteem.

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CLASSROOM RESOURCES FOR DEVELOPING
SELF ESTEEM

Outside of the family, there probably is no other individual who has a more important role in developing a child's self concept than the teacher. Primarily it is the teacher's day by day interactions with each individual child, or a lack of it, that is so crucial. A worthy concept of self is learned, not taught.

Each child should be valued for his uniqueness. Acceptance of each child is demonstrated not only verbally, such as "That's good", "You did a fine job", "I'm proud of you", but thru many non-verbal behaviors - a smile, a frown, a nod, a pat on the head, etc. So, these kinds of interactions are by far more important than any unit, activity, or instructional method employed. In addition, providing experiences in which children can succeed; having realistic expectations.

There are some tangible ways of assisting the child in development of self esteem that can be used as supplementary to the teacher-child interaction. In every aspect of our program, there are things we can do which will promote a more positive feeling about self.

1. Music or games - There are many songs such as "Mary Wore a Red Dress," or "I have a Friend that You All Know" which call attention to each child and can help him feel good. See the attached list of activities for additional songs which develop these feelings about self. Be sure that each child "has a turn" or has been noticed in some way. It is permissable to allow children to be "the leader" in a song or game, but we must avoid competition. Be sure each child has a turn if he wishes. Comparing one child's performance to another only creates feelings of hostility, envy, or jealousy. Games should be selected which do not require motor skills beyond the developmental level. Music and games should be fun and successful for everyone. Realistic expectations concerning ability to carry a tune or perform a skill is very important.

2. Room arrangement, toys and equipment - arranging the room into centers of interest or learning centers and allowing the children plenty of free time to choose the activity promotes positive feelings about self. The housekeeping or dress-up area is particularly important. Children can play roles which allow them to feel "grown-up" and to manage situations. The teacher should be constantly observing the roles that children assume, the interactions with others, and the language used in these free play situations. It is through an observation of these behaviors that children reveal their feelings. The toys and table games found in the classroom should be appropriate for the developmental level. If all the puzzles are too difficult, it can re-inforce this feeling of "I can't." In addition, toys and equipment should be in sufficient quantity that each child can find something to enjoy.

3. Play ground - It is on the playground that many children through motor skills can accomplish many positive feelings about self. To ensure that the children can practice the skills learned and develop further skills, appropriate safe equipment is necessary. In addition, supervision and guidance to the extent that a child can get help "pumping in the swing" or someone to be near as he climbs to the top of the slide is provided.

4. Creative art - This is another area where each child can experience success provided no models or stenciled pictures to color in are used. Where there are plenty of raw materials such as paper, paint, paste, crayons, collage "fixings" and time for the child to create with these in any way that is productive positive feelings will emerge. When children do not feel the pressure to conform to adult standards, they feel good about themselves. Making positive comments such as, "I like the way you combined your colors," rather than "What is it?" are more appropriate. Displaying all the children's work at their eye level and not comparing one child's work with another are other ways to promote feelings of self worth. Children should have the opportunity to sometimes share their picture with the group.

5. Lunch or snack time - Letting children help prepare their own food, set up for the routine, pour their own juice, make a decision about what and how much they eat, and allowing pleasant conversation at the table all are ways to help children feel they are important.

6. Group or concept time - This is the structured part of the program. Here is where flannel stories, discussions where each child can contribute, books, finger plays, and the instructional aspects of the program occur. The attached list of activities and suggested units will be helpful in making plans for this time.

7. Rest time - This is the time when many children need re-inforcement. The teacher's attitude is very important. When children have an opportunity to assist in the preparations for rest, they are more acceptable and feel good about being able to arrange the covers or dress and undress themselves.

8. Curriculum areas - In each area of the curriculum - science, math, social studies, communication, art, etc. there are many activities that can be included which will promote more positive feelings. Special units such as Body Awareness, Me, My Family, Emotions, etc. should incorporate many or all areas of the curriculum. The attached suggestions may be helpful. Perhaps more important is the fact that <u>all</u> experiences planned should be ones which the children can manage, are appropriate for the developmental level and background experiences of the group, and are first hand.

It is therefore easy to see that every aspect of the program - what the teacher provides for the children, all of her interactions with the children, and even the physical facilities either promote or deter the development of a positive self concept.

CLASSROOM ACTIVITIES
DEVELOPING A CONCEPT OF SELF

1. Utilize every opportunity for using children's names:

   Make a card with each child's name printed on it. Hold these up while sitting in a circle.

   Also use these name cards for "helper's chart."

   Call attention to the likes and differences in children's names - - Leigh, Lisa, Larry look somewhat alike.

   Discuss who is missing.

2. Prepare "All About Me" posters for each child. Include name,address, telephone numbers, birthdate, hand print, fingerprint, footprint (these made with thick tempera). Have child draw his picture on poster.

3. Have children draw self-image picture at the beginning of the year. Do the same at the end of the year. Their depicted growth and development is most rewarding.

4. Let children lay down on butcher paper. Draw around them and let children paint, color, or decorate themselves. Use brown paper for black children.

5. Make hand prints, footprints, or fingerprints on paper. Use thick tempera or mud. Or make imprints in clay or playdough.

6. Make a bulletin board using portrait type pictures of each child. Let each child choose the color construction paper on which to mount his picture. Place a mirror in center of bulletin board and display children's pictures around it. Use an appropriate title such as: "Everybody is Beautiful" or "Look at Me".

7. Name the 5 senses and let children touch corresponding body parts. "I can smell," nose; etc.

8. Make "About Me" books. Let children include "My favorite color"; tracing of hands, pictures of themselves, their pets; their family; etc. After children have completed a page, print statements made by the child as he tells about each picture.

9. When children are in a circle, ask each child to think of things that are special about himself. Pass a large hand mirror around the circle, with each child making a positive statement about himself as he looks in the mirror. If a child has difficulty, help him by offering a sentence such as, "Jimmy has a nice smile".

10. Blindfold one child. Have another child come forward and let the blindfolded one feel hair and facial features to see if he recognizes who it is. If specific recognition is not possible, encourage blindfolded child to note what he has discovered such as: "It is a girl with long hair" or "A boy with glasses."

11. Cut strips of paper, each the exact height of a child. Record name and weight on each strip. Save these along with snap-shots and some art work. Send home to show progress.

12. Record children's voices making different sounds and using varying pitches. Play back to see if they recognize themselves.

13. Let children sit in a circle and make a face. Pass a mirror around and have them make sad faces, happy faces, funny faces, etc.

14. Have children make a variety of faces out of triangles, squares, circles at art time.

15. Make silhoutte drawing of each child.

16. Celebrate each child's birthday. Make birthday posters. At end of school year have a celebration for all summer birthdays.

17. Put child's name on his locker; label all work.

18. At sharing time, let each child get up and tell something about himself - point to his picture on bulletin board.

19. Let each child pantomine something he likes to do.

20. Shadow dance to music. Or, using crepe paper streamers, let child wrap around various parts of the body.

21. Talk about the body - what makes our bodies run? Why do we need rest? Show body parts on a large picture of a boy or girl. Ask - what does your body have 2 of? 1 of? 10 of?

22. Weigh and measure each child and record on a poster.

23. Let children have a beauty and barber shop. Make up face, shave.

24. Let children tell a story about themselves.

25. Discuss how people are different - size, color, talents, handicaps, etc. use pictures.

26. If children can write, make autograph books and have friends sign.

27. Talk about children of other lands.

28. Play "Simon Says"

29. Complete "What a missing pictures."

30. Cut out pictures of different faces. Attach a gem clip, and with a magnet on a fishing pole, fish for a picture. Let child describe and discuss it.

31. Make a face mask out of paper plates and wear them.

32. Play rag doll - let one part of the body be glued to floor (for example - feet) than move other parts of body. Go all way up body such as legs next, then trunk, then arms, head, etc.

Finger Plays

Hands on shoulders, hands on knees
Hands behind you if you please.
Touch your shoulders, now your nose
Now your hair and now your toes;
Hands up high in the air.
Down at your sides and touch your hair:
Hands up high as before,
Now clap your hands, one, two, three, four.

I have two eyes to see with'
I have two feet to run
I have two hands to wave with,
But nose, I have but one.

I have two ears to hear with
A tongue to say, good-day,
and two red cheeks for you to kiss,
And now I'll run away.

Clap your hands, clap your hands
Clap them just like me.

Touch your shoulders, touch your shoulders
Touch them just like me.

Tap your knees, tap your knees
Tap them just like me.

Shake your head, shake your head
Shake it just like me.

Wiggle your ears, wiggle your ears . . . .
Touch your nose.....
Make a fist.....
Clap your hands, clap your hands,
Now let them quiet be.

I'll touch my hair, my lips, my eyes
I'll sit up straight and then I'll rise
I'll touch my ears, my nose, my chin
Then quietly sit down again.

(Stand facing same direction as children)

This is my right hand, I'll raise it up high
This is my left hand. I'll touch the sky
Right hand, left hand, roll them around
Left hand, right hands, pound, pound, pound.

Open, Shut Them

Open, shut them, open, shut them (both hands)
Give a little clap (clap)
o-pen, shut them, lay them in your lap (do)
Creep them, creep them,creep them, creep them.
Right up to your chin
O-pen - wide your little mouth
But do not let them in.

Gadgets

Eyes to see with (point to eyes)
Ears to hear with (point to ears)
Nose to smell with (point to nose)
Teeth to chew with (point to teeth)
Feet to run with (point to feet)
Hands to work with (point to hands)

I'm a lucky child
Aren't you?

One Little Body (2 little hands)

2 little hands go clap, clap, clap, (clap hands)
2 little feet go tap, tap, tap, (tap feet)
2 little hands go thump, thump, thump, (thump hands)
2 little feet go jump, jump, jump, (jump)
1 little body turns around (turn around)
1 little body sits quietly down (sit down)

Head, Shoulders, Knees & Toes (song)

Head, shoulders, knees and toes
Head, shoulders, knees and toes
Head, shoulders, knees and toes
Head, shoulders, knees and toes

Eyes and ears and mouth and nose
Head, shoulders, knees and toes.
(point to each part as you say them)

Guess Who

10 little fingers
10 little toes
2 little ears
and one little nose
2 little eyes
1 mouth
and a chin
It's a big secret
But I'll let you in
It's ME!!
(touch each part of body as mentioned)

Hey Everybody (song)

1. Hey everybody touch your head, touch your head - (repeat twice)

2. Hey everybody touch your shoe
   Hey everybody touch your nose (repeat twice)

3. Hey everybody touch your shoes
   Hey everybody touch your ears
   Hey everybody touch your knees

Thumpkin

Where is thumpkin?
Where is thumpkin?

Here I am
Here I am

"How do you do today, sir?"
"Very well, I thank you."

Run away.
Run away.

(do also with pointer, tall man, ring man, pinky)

Clap, Clap, Clap

Put your hands in your lap and go clap, clap, clap
Make a little ball and go clap, clap, clap
Put your hands in your lap make a ball and go clap
Then we start all over playing, clap, clap, clap
(repeat over & over)

Hands

On my head my hands I place
On my shoulders, on my face
On my hips and by my side
Then I hold them up so high
Make my fingers quickly fly
Hold them out in front of me
Then I clap, 1,2,3.

1,2,3,4

1,2,3,4 - I can count even more (use fingers of right hand)
5,6,7,8 - Lady fingers stand up straight (same with left hand) (wiggle fingers)
9 & 10 are my 2 thumb men (wiggle)

Self Awareness Unit

MONDAY

The theme will be "The Body in General".
Songs sung - "Mary Wore a Red Dress" and "Hey Everybody"
Fingerplays - One Little body and gadgets
Talk about the body in general, showing pictures of children and identifying Body parts. The flannel story - All About Me will be used. A full length mirror will be used to allow each child to see himself.
Activity - Trace the bodies of all the children, labeling the body parts.
Flannel story - Scarecrow

TUESDAY

The theme will be the "Head".
Songs sung - "Here we go Lobby Lou"
Fingerplays - Touch Your Nose, Two Little Eyes, and Touch Exercise
Discuss eyes, ears, mouth, and nose, identifying all parts on a flannel face. As pictures of faces are shown, discuss senses associated with eyes, ears, etc.
Activity - Each child will make a mask, using paper plates.
Flannel Story - The Man Who Lost His Head

WEDNESDAY

The theme will be "Hands".
Song sung - "Put your Hands in the Air"
Fingerplays - Where is Thumpkin, Hands, Little Hands, Clap, Clap, Clap.
Using flannel hand prints, talk about our two hands, including things we do with our hands and show pictures illustrating this.
Activity - The feel box will be used for feeling objects. The children will make hand prints using thick tempera paint.
Story - Too Many Mittens

Self Awareness Unit continued

THURSDAY

The theme will be "Feet".
Song Sung- "Hokey Pokey"
Fingerplays - One Little Body, Touch Exercise, Guess Who
Using flannel feet prints, talk about the characteristics of feet, etc. Also included in the discussion of feet, show pictures of walking, running, skipping and jumping feet.
Activity - Let the children match shoes of various sizes and colors
Flannel Story - Wee Red Shoes and the Book - Four Legs and a Tail

FRIDAY

Fingerplays - Head, Shoulders, Knees, Toes: Hands; Siman Says
Song Sung - "Growing"
Using the Peabody dolls, review all body parts and functions discussed during the week.
Activity - Allow children to draw themselves. Encourage them to draw all of them.

Songs Which Help
Develop Self Awareness

1. Mary Wore a Red Dress
   Mary Wore a Red Dress, a red dress, a red dress
   Mary Wore a red dress, all day long
   (Go through song and name something for each child)

2. Where is Johnny (to tune of "Where is Thumpkin?")

   Class: Where is Johnny
   (repeat)
   Johnny: Here I am (stands)
   (repeat)
   Class: How are you today, sir?
   Johnny: Very well I thank you.
   Class: Please sit down

3. My Head, My shoulders (tune to Mulberry Bush)

   My head, my shoulders (touch while singing)
   My knees, my feet
   (repeat 3 times)
   And all clap hands together
   My feet, my knees, my shoulders, my head
   (repeat 3 times)
   And all turn around together

   Let your feet go tap, tap, tap
   (repeat 3 times)
   Round and round we go

No 3. Mr. Head, My shoulders continued

Let your hands go clap, clap, clap
(repeat 3 times)
Round and round we go

Let your head nod to and fro
(repeat 3 times)
Round and round we go

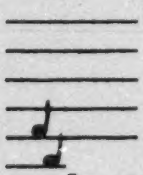
4. I have a Friend That you All Know

I have a friend that you all know
and_____is her (or his) name
(repeat)
Get on board little children
(repeat twice)
There's room for many more
There's room for_____
and room for_____
and room for many more

5. "Open, Shut Them"
Open, shut Them
(repeat)
Lay them in your lap

Creep them, creep them
(repeat)
Right up to your chin
Open wide your little mouth
But do not let them in

6. Call the Roll - - Call the roll (first name only) by singing the child's name in an interval of a 3rd. This helps children learn to match tones.



Su--san

he--re or
pres--ent

Game Songs--Such as "Did You Ever See A Lassie?" and Looby Loo," teach organization and turn taking.

Drawing--listen to a record and have the class draw a picture about what the music sounds like.

Being Clay--Bend clay into different positions. Let the children bend their bodies like your clay.

10 Count Freeze--beat out nine times on a drum. On count 10, there is not beat and the children "freeze" into the position they were in when count 10 came. Free movement is allowed during the beating sequences.

1-2-3 Shape -- Like above except the teacher calls out 1-2-3 shape. May leter call out descriptive words such as 1-2-3 tall, 1-2-3 low, 1-2-3 skinny, 1-2-3 loose.

Directed Movements:

Be as narrow as you can
Reach as far as you can

Be as round as you can
Be as flat as you can

Twist arms around as far as you can
Keep arms as straight as you can

7. Make Up Songs

What did you do this morning,
This morning, this morning?
What did you do this morning,
On this happy day.

Suggested responses:

I ate my breakfast this morning, etc.
I brushed my teeth this morning, etc.
I made up my bed this morning, etc.

Change the above to

What can we do this morning, etc.
We can paint a picture this morning, etc.

Everybody do this, do this, do this,
Everybody do this. Just like me.

8. My Hands

F
My hands upon my head I'll place,
C7
Upon my shoulders, on my face.
F
At my waist, and by my side,
C7 f
And then behind me they will hide.
B♭
Then I will raise them way up high,
F
And let my fingers fly, fly, fly
F
Then clap, clap, clap and

one, two, three
C7 F
Just see how quiet they can be.

9. Two little eyes that open wide
   Two little ears
   and one little nose
   Two little cheeks
   And one little chin
   Two little lips with teeth closed in
   (put hand by each part of face as you sing).

10. Looby Lou

11. Put your finger in the air

12. Hokey Pokey

13. Songs To Grow On: By Beatrice Landeck
    A collection of American Folk Songs For Children
    Edward B. Marks Music Corp.
    1950, New York.

BOOKS THAT HELP DEVELOP SELF CONCEPT:

Slobodkin, Florence and Louis,
Too Many Mittens, The Vanguard Press,
Inc., New York, 1958

Jacobs, L. and Turner, J. Stories and Poems. Golden Book Educational Services,
New York.

Berman, R. When You Were A Little Baby.

Becky, Full - Enough Tommy, Children's Press, Chicago.

Jorgenson, A. D. Four Legs and a Tail, Lothrop, Lee and Shepard Co., Inc., New York

Smith, R. P. When I Am Big. Harper & Row, Publishing, New York.

Krasilonsky, P. The Very Little Girl, Doubleday & Co., Inc., Garden City, N. Y.

Krauss, R. Eyes, Nose, Fingers, Toes, Harper & Row, Publishing, New York.

Krauss, R. The Littlest Rabbit, Harper & Row Publishers, New York

Band, G. B. Patrick Will Grow, Whitman Publishing Co., Racine, Wisconsin

Krauss, R. The Growing Story, Harper & Brothers Publishers, New York

Ruchlis, H. What Makes Me Tick, Harvey House Publishers, New York

Beim, J. Joy's Big Job, William Morrow & Company, New York.

Sigsgaard, J. Paul is Alone in the World, Webster Division, McGraw Hill Book Co., N. Y.

Guilfoile, E. Nobody Listens to Andrew, Vollett Publishing Co., New York.

Books That Help Develop Self Concept continued

Martin B. David Was Mad, Holt, Rinehart's Winston, Inc., New York

After reading stories, let children act out story, make puppets depicting characters in story, or discuss the story. Use flannel graph stories such as:

Bunny's New Clothes

All About Me

The Man Who Lost His Head

Wee Red Shoes

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UNIT ON SELF AWARENESS

Theme: Self Awareness

I. Purpose

1. To demonstrate his feelings of personal worth at all times.
2. To relate individuality to growth and change through comparison.
3. To help the child learn more about self.

II. Concepts

1. I am important.
2. I was a baby.
3. I have grown enough to be in school.

A. Learning experience for concept "I am important."

1. Place full length mirror for children to look in. Describe his appearance.

   Have the following poem on a chart next to the mirror:

   "Look in the mirror
   And what do I see
   Lots of things
   But mostly me."

2. Have recorded:

   Let children record
   something about themselves
   as to why they are important

3. Sing the following song using each child's name!

Where is _____?	Teacher
Where is _____?	
Here I am (repeat again)-	Child answers
How are you today sir-	Teacher
Very well I thank you-	Child
Glad you're here-	Teacher

4. Finger Play:

   "Who Am I"
   Two little ears to hear with
   Two eyes to see and see
   I'm so very happy with all of me.

B. Learning experience for concept - "I was a baby."

1. Let children take care of the dolls.
   (For example, feed them, change their clothes, read stories, etc.)
2. Let children give the dolls a bath.
3. Have baby picture of each child and discuss some of the things we did as a baby.
4. Have pictures of a baby, a mother with a baby, and other persons with babies. Discuss the pictures.

III. Learning experiences for concept - "I have grown enough to be in school." (This concept for two days.)

1. Take picture of each child doing some type of activity at school.
2. Dramatic play--Set up area that resembles a typical classroom (chairs in straight row, with a book or piece of paper in them, some paper and pencil and a blackboard.)
3. Dramatic play--Store where the child can purchase some school supplied (crayon, books,paper, etc.)
4. Measure and weigh each child and make a poster with height and weight.
5. Read How Big am I or the Growing Story.
6. Have baby picture and pictures taken that day, and discuss things babies can do versus things they can do now.

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